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ABSTRACT

Designed for administrators and teachers, this curriculum framework outlines a comprehensive business and office education program that is both general education and career preparation. Section 1 provides an overview of the business and office education program. Topics include role and scope of the business and office education program, career education, role of the business teacher, student organizations related to business, business and office education and the community, teacher education, administration of the program, and safety. In section 2 planning the student's curriculum is discussed. Following an overview of granting credit, scheduling of courses, local course offerings, and bilingual courses, a chart summarizing recommended and/or desirable business and office courses is described. The third section contains descriptions of the thirty-one courses in the thirteen course categories as discussed in section 2: accounting and recordkeeping, business communications, business data processing, business law, business mathematics, career investigation, finance, management, office procedures, shorthand and notetaking, typewriting, idependent study, and vocational office education. (YLB)

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BUSINESS AND OFFICE EDUCATION
Curriculum Framework

Texas Education Agency
Austin, Texas

ED189424

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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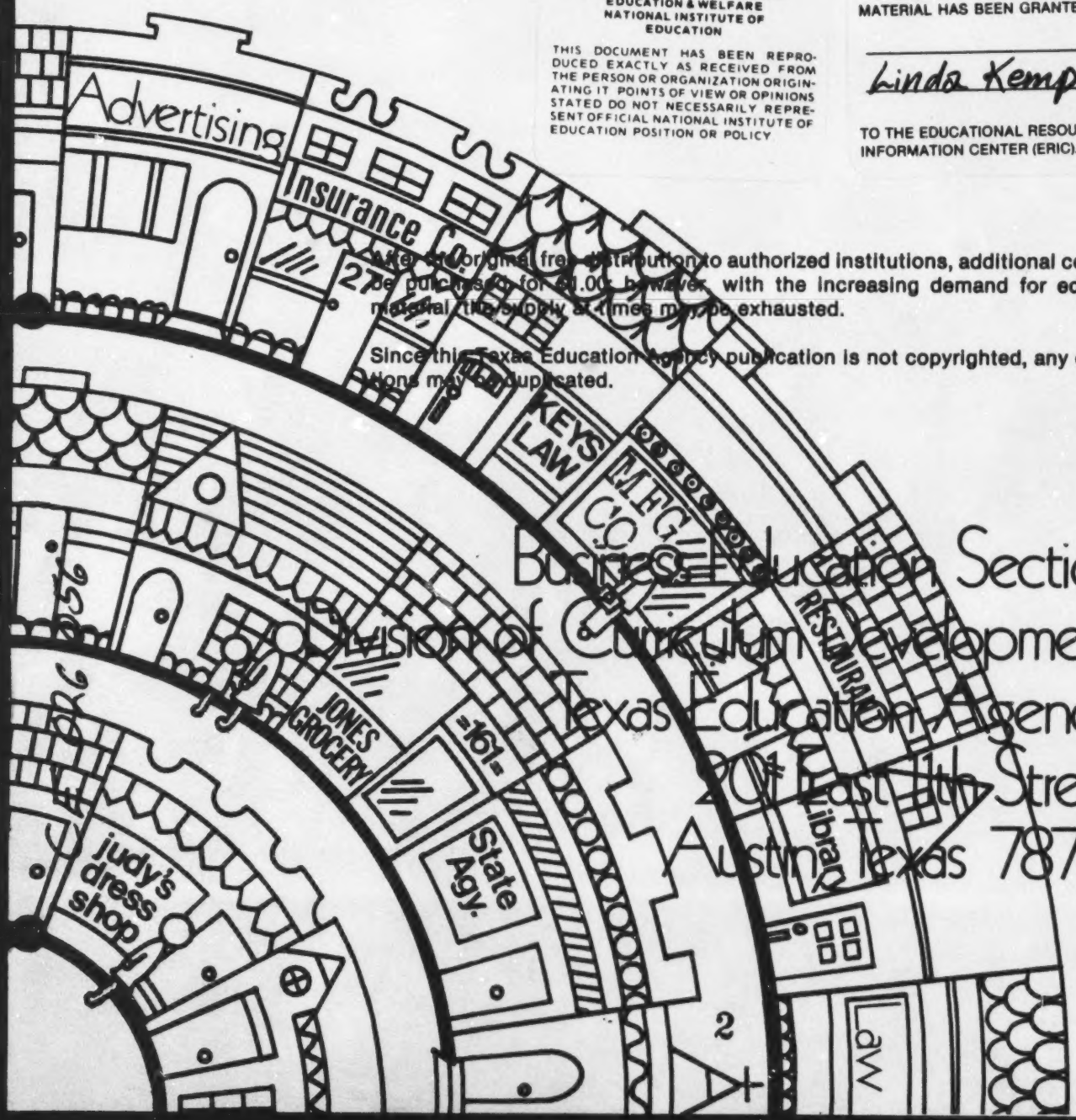

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FOREWORD

The *Business and Office Education Curriculum Framework* is designed for administrators and teachers. The framework outlines a comprehensive program that is both general education and career preparation.

A large portion of Texas' youth will ultimately work in the business world, and all of them will spend a significant part of their earnings for the purchase of goods and services. Therefore, all students should be expected to participate in those fundamental experiences concerned with developing basic business economic understanding. Many students should be guided toward developing competencies necessary for job entry. The study of business should be included in both the general education area of school programs as well as in the areas of specialization if modern curriculum development is to take place.

Alton O. Bowen
Commissioner of Education

CONTENTS

PAGE

INTRODUCTION 1

OVERVIEW OF THE BUSINESS AND OFFICE EDUCATION PROGRAM 3

- Role and Scope of the Business and Office Education Program 4
- Career Education 6
- Role of the Business Teacher 9
- Student Organizations Related to Business 10
- Business and Office Education and the Community 12
- Teacher Education 13
- Administration of the Program 14
- Safety 16

PLANNING THE STUDENT'S CURRICULUM 17

- The Business and Office Education Curriculum 18
- Business and Office Courses Recommended for All Secondary Students 19

COURSE DESCRIPTIONS 23

- Accounting and Recordkeeping 24
- Business Communications 25
- Business Data Processing 25
- Business Law 26
- Business Mathematics 26
- Career Investigation 26
- Finance 27
- Management 27
- Office Procedures 29
- Shorthand and Notetaking 30
- Typewriting 31
- Independent Study 32
- Vocational Office Education 32

INTRODUCTION

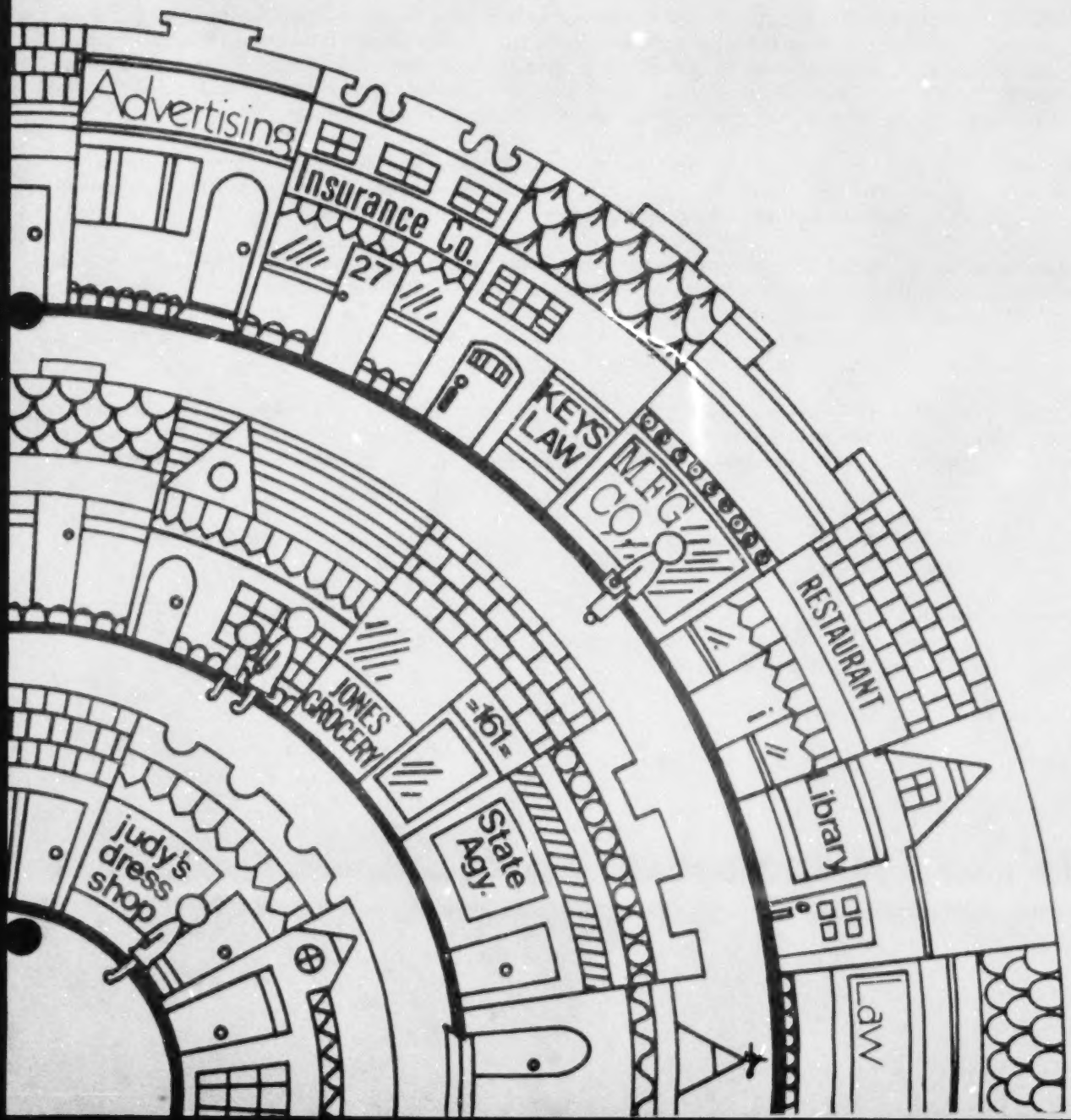
Education for business is a valuable feature of the general education of all students, in addition to providing a path to career specialization for certain students to become business and office workers.

In this curriculum framework, *business* is defined as a central part of economic activity and includes all enterprises organized to provide services or to produce and distribute useful goods and services. The *office* is defined as a place in which the staff and administrative officials carry out the transactions and operations of a business.

Both a knowledge of business and office competencies are needed in many contemporary occupations. Therefore, secondary schools should provide essential business background for young people who are looking forward to becoming shop owners, contractors, hotel managers, and workers and managers in a myriad of other occupations.

One of the important prerequisites for designing a viable business curriculum is for educators to accept the broad view of the discipline, which includes preparation for a chosen career, learning how to cope with the economic environment, and making wise consumer decisions. Business includes private, profit-making enterprises; nonprofit organizations; and government agencies. The ever-increasing proportion of the world's work that is done by government and other nonprofit agencies mandates that the concept of business be expanded. Expansion of the concept of business should begin with a broader base of knowledge about business and for business. This curriculum provides for that broader base of knowledge.

Overview of the Business and Office Education Program



ROLE AND SCOPE OF THE BUSINESS AND OFFICE EDUCATION PROGRAM

The role of business and office education is to help provide learning experiences essential to a balanced educational program. Toward that role, this curriculum framework describes courses in 13 categories. The courses provide both preparation for business and office careers and knowledge about business that is essential to all individuals if they are to function effectively in an ever-changing society.

Whatever the career choice, all Americans live in a society that is business oriented whether they work in it or not. Everyone is involved in spending, in the sharing of risks, in saving, in taxation, and in the operation of various business enterprises. Therefore, everyone should understand the function of the American free enterprise system, be aware of the services that business provides, and be able to determine the most economic way to make use of these services.

Business and office occupations constitute one of the fastest growing employment groups in the labor force. As the economy becomes increasingly complex, the demand for those who are prepared for business and office occupations will continue to increase. However, isolated business skills alone cannot meet the demands of most business occupations. Career preparation should include both the development of competencies and the acquisition of business concepts through learning experiences in basic business courses.

Increased emphasis on career education establishes the basis for a comprehensive program, kindergarten through Grade 12. Schools have the responsibilities to provide programs that assure students the competencies for job entry and prepare them to adapt to changing demands in their occupations.

The comprehensive business and office program is designed to prepare young people to be effective in their personal business management, to provide opportunities for career investigation and exploration at both middle school and high school levels, and to provide for the development of vocational knowledge and competencies needed for job entry. Those same competencies can help students secure part-time jobs that might be needed to make possible further education toward planned careers.

Although courses in business are offered only in the middle school and high school, a brochure (TEA Publication BE7 832 05), "Teaching Elementary School Students About Business," has been developed. The brochure enumerates activities that will lead to awareness of the varied facets of business and a positive attitude toward the world of work.

The following outcomes, toward which the business and office education program is directed, are based on the Goals for Public School Education in Texas, adopted by the State Board of Education:

- Economic self-sufficiency
- Positive attitudes toward work and a career
- Competence for career entry
- Ability to become responsible producers/consumers
- Competence in communication
- Understanding of the free enterprise system and the work world
- Competence in decision making

- Development of self-discipline
- Understanding of and ability to use resources to advantage for self and society
- Realization of the value of learning as a lifelong and worthwhile pursuit

For more description of the career-related outcomes of the business and office education program, see page 6.

The Goals for Public School Education in Texas are directed toward education for all students, regardless of variance of abilities. The Goals enable students from diverse cultures to relate that which is being taught to where they have been, where they are, and where they are going educationally.

CAREER EDUCATION

Career education is that part of the school's educational experiences, curriculum, instruction, and guidance aimed at helping each student become familiar with the values of a work-oriented society. It integrates these values into a personal value system to be implemented in life situations in such a way that work becomes possible, meaningful, and satisfying.

Business and office education plays an essential role in career education for all students, K-Grade 12. Business education not only prepares students for achievement in the business and office career cluster* but provides a foundation that is vital to success in other career clusters (see diagram, on page 7).

Career education is a concept that should permeate the whole curriculum; it is not a separate program. Its goals are achieved through innovative programs, awareness and exploration courses, introductory courses in business, simulated work experiences, part-time employment, block-time scheduling, the integration and correlation of subject matter, expanded work-study and cooperative office education programs, utilization of paraprofessionals, concern for community relationships, and utilization of advisory committees.

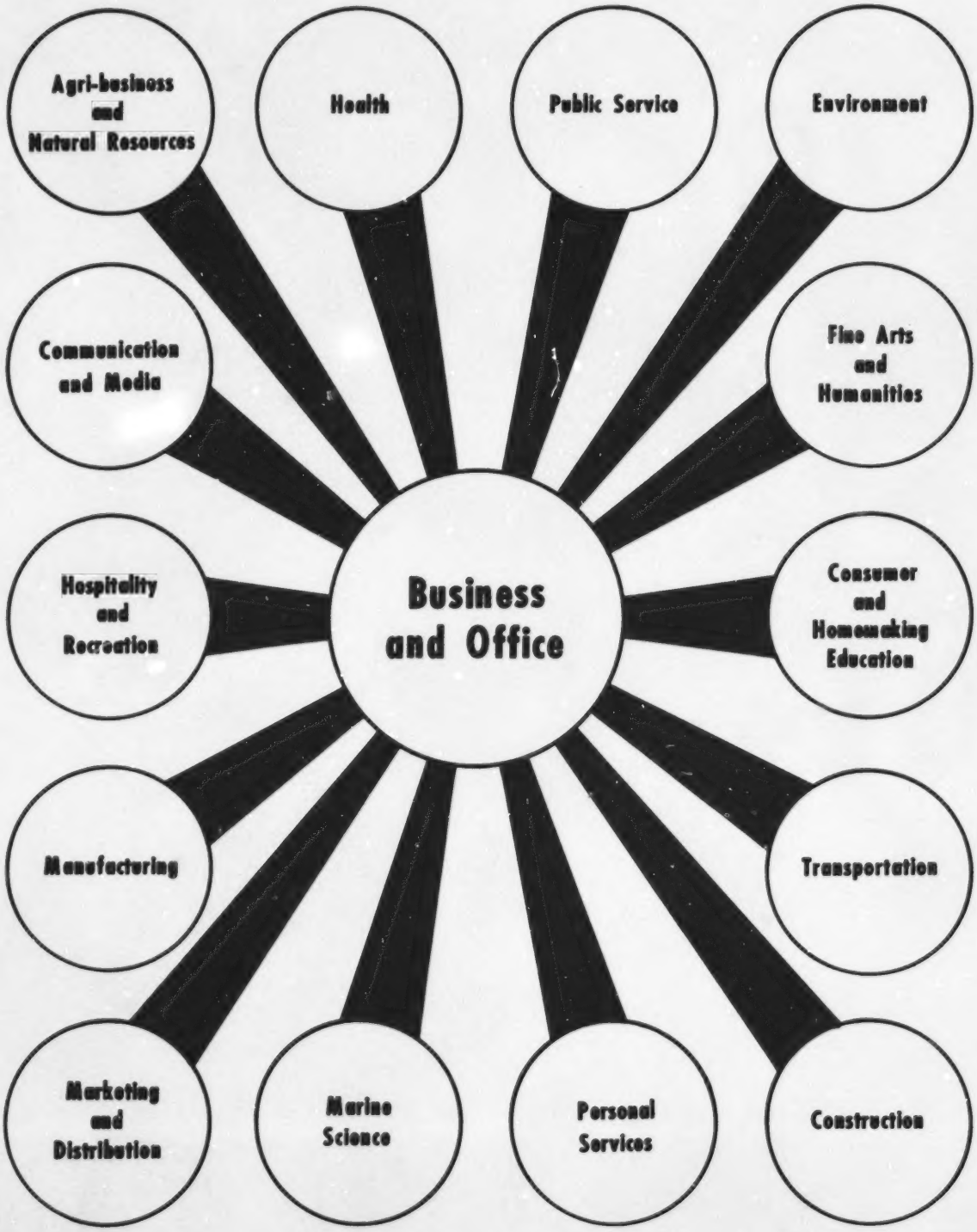
Effective career education will provide an opportunity for students to:

- Develop awareness of careers, understanding of and appreciation for the dignity of work, and insight into the personal and economic relationships of work
- Realize that certain personal qualities, such as accuracy, dependability, honesty, promptness, and initiative are desirable for all careers
- Gain wide exposure to a variety of careers, including their qualifications and rewards
- Determine which careers are best suited to their own interests, abilities, aptitudes, and circumstances
- Develop skills in one career field that are transferable to other fields or to other occupations within one career field

The chart on pages 20-21 recommends courses that will provide opportunities for developing awareness of careers and competencies for occupations in six different business and office career areas.

*One of 15 career areas identified by the U.S. Office of Education

Interdependence of Business and Office Career Cluster and other Career Clusters



ROLE OF THE BUSINESS TEACHER

The success of the business program in meeting the needs of students is dependent upon the business teacher. As the key to planning a curriculum that will provide experiences relevant to students and that will result in achievement in keeping with individual objectives, the business teacher should:

- Present to students and the community a model of confident, competent leadership that fosters good public relations by informing the public about the role of business and its service to the student and community
- Be an active member of professional organizations at local, state, regional, and national levels
- Be informed about the projected job market for advising students in career planning
- Maintain a democratic atmosphere in the classroom by allowing students a voice in planning and implementing activities
- Determine desired learner competencies and plan student-centered learning activities that will lead to the attainment of those competencies
- Know and understand the abilities and limitations of exceptional students and be able to help them prepare for the range of job opportunities available to them for becoming self-sufficient persons
- Provide challenging learning activities for gifted and talented students
- Continually evaluate the business program for its effectiveness in meeting both personal business needs as well as career needs of students
- Be innovative in the teaching methods used for effective learning
- Provide sequencing and consecutive scheduling information to counselors so that career patterns can be followed
- Identify the needs of students, the school, and the community and develop procedures to evaluate the effectiveness of the current program
- Keep the content of business courses up to date by visiting business offices, inviting business practitioners into the classroom, and by joining business organizations

Teachers should be aware of sociological and psychological differences of cultures and institute changes in their classrooms and in departmental curriculum objectives that project multicultural insights, tolerance, and understanding. Students have many strengths along with their weaknesses; therefore, the teacher must be creative enough to tap the strengths, remediate the weaknesses, and develop the potential of all students. The existence of cultural differences must be recognized and a positive and provocative learning environment must be provided—an environment that develops a strong self-concept among students of all cultural backgrounds. The business curriculum and the methods of teaching should integrate and enrich the nature of and concern for cultural differences.

STUDENT ORGANIZATIONS RELATED TO BUSINESS

Several student organizations are closely related to the business and office education program and assist in achieving the outcomes of the program.

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

Educational organizations are an extension of the classroom and give practical application of theory learned in related courses. The Future Business Leaders of America is the national organization for all students enrolled in a business course and is designed particularly for those who are planning careers in business.

One of the major objectives of FBLA is to develop strong, assertive business leaders who participate effectively in the business and community life of which they are a part. FBLA provides business students the opportunity to learn about the free enterprise system through participation in group endeavors and projects conducted under the guidance of representatives of education, business, and other professions. Members learn how to compete with their colleagues on local, state, and national levels; to engage in individual and group enterprises; to hold office and direct the affairs of the group by parliamentary procedures; and to work with representatives of other student organizations.

The Future Business Leaders of America seeks to:

- Develop competent, aggressive business leaders
- Strengthen the confidence of young men and women in themselves and their work
- Create interest in and understanding of the intelligent choice of business occupations
- Encourage members on the development of individual projects and in establishing themselves in business
- Encourage members to improve the home and community
- Participate in worthy undertakings for the improvement of business and the community
- Develop character, train for useful citizenship, and foster patriotism
- Participate in cooperative effort
- Encourage and practice thrift
- Encourage improvements in scholarship and promote school loyalty
- Improve and establish standards for entrance into business occupations

FBLA functions through a national executive council, which comprises the elected national officers, their chapter advisors, the appointed parliamentarian, the president of the board of directors, the president and chief executive officer, and the director of leadership development.

To organize a chapter of FBLA, a school must secure a charter from the national executive council. Information is available from the Curriculum Development Division of TEA or from:

President and Chief Executive Officer
Future Business Leaders of America-Phi Beta Lambda, Inc.
P.O. Box 17417-Dulles
Washington, DC 20041

The National Business Education Association (NBEA) recognizes and supports the Future Business Leaders of America as the national student organization for secondary students enrolled in business and office administration programs. The activities and programs provided through the state and national organization parallel the goals and philosophy of NBEA.

OFFICE EDUCATION ASSOCIATION

The Office Education Association is an organization for students enrolled in vocational office education courses.

It is a part of the vocational education program designed to develop leadership ability in the American business system and competency in office occupations.

Further information is available from:

Executive Director
Office Education Association
20 Leland Avenue
Columbus, OH 43214

FUTURE SECRETARIES

Future Secretaries is an organization sponsored by the National Secretaries Association to help students in high schools, accreditated business schools, and colleges to prepare realistically for business, particularly for a secretarial career. Guided by experienced professional secretaries, the program has been developed to assist in providing better trained personnel for entrance into the business world.

Further information is available from:

The National Secretaries Association
Crown Center G10, 2440 Pershing Road
Kansas City, MO 76108

JUNIOR ACHIEVEMENT

Junior Achievement is a national organization that is an extension of the classroom experience in economics and business education. It gives young persons practical training and experience in modern business methods. Under the guidance of advisors from local business and industry, members form their own miniature corporations, select a product or service, market it and, at the end of the year, terminate the company, liquidating its assets and paying an internal tax on any profits to Junior Achievement and dividends to stockholders.

Members of Junior Achievement may gain further experience in leadership through public speaking and scholarship and award opportunities, and by attending sectional, regional, and national business conferences.

Further information is available from:

National Headquarters of Junior Achievement, Inc.
909 Third Avenue
New York, NY 10022

BUSINESS AND OFFICE EDUCATION AND THE COMMUNITY

The school is an extension of the community it serves. Today's youth will enter a fast-changing and expanding society and should be prepared to participate in a world community as well as the immediate community the school serves. Business and office education, therefore, must reflect the needs, standards, attitudes, knowledge, and skills required by students to participate as competent and productive workers in any community.

The fusion of community needs and business and office education objectives may be accomplished by:

- Establishing an advisory committee of local business, industrial, and professional personnel to aid in relating the curriculum to community needs
- Working with civic and special-interest groups to implement their needs and to improve the curriculum and facilities
- Surveying and interviewing periodically to determine tasks performed on the job and job-entry levels required for employment
- Using the community as a learning laboratory for students and teachers by taking students on tours of businesses
- Conducting follow-up studies of graduates to assess the relevance of the local business and office program to community needs
- Improving or reinforcing public relations
- Establishing a clear and effective two-way system of communication between business and office education and the community it serves
- Inviting business people as guest speakers in the classroom

TEACHER EDUCATION

QUALITY OF TEACHER EDUCATION

The competency of the teacher is one of the most important elements in the teaching-learning process. The student's education can be no better than the quality of the teaching, and the quality of teaching will depend to a great extent on the quality of the teacher's education.

Teacher education is the fountainhead of the educational process because teachers tend to teach as they have been taught. For this reason, teacher education programs must have competent professors; effective curricula; and facilities, equipment, and supplies at least as good as those in secondary schools.

CONCERN FOR COMPETENT TEACHERS

Persons who should be concerned about the quality of business teachers include:

- Students, who want fulfilling jobs when they graduate or leave school
- Parents, who want their children to live satisfying lives
- Administrators, who want good school systems
- Teachers, who want an effective teaching-learning process
- Counselors and curriculum directors, who want effective articulation between student needs and school offerings
- Businessmen and women, who want competent employees
- Taxpayers, who want all citizens to be economically self-sufficient

PREPARATION AND DEVELOPMENT OF BUSINESS TEACHERS

Because both business and education are dynamic forces in our society, continuous and intensive attention must be given to the education of business teachers. Teaching business subjects is a complex task involving many aspects of education: courses with career and/or avocational goals; skill and nonskill instruction; activities involving words and numbers; instruction that includes books and/or machines; and activities conducted in the classroom and/or in offices.

Business teachers must keep themselves up to date through a continuous program of self-development—including enrolling in graduate programs, reading professional literature, attending conventions and workshops, participating in activities of professional organizations, visiting businesses, and acquiring work experience.

Texas students will receive modern, quality education for business when teachers incorporate into instruction the knowledge acquired through a planned program of self-development.

ADMINISTRATION OF THE PROGRAM

The responsibility for enabling students to take full advantage of balanced educational opportunities rests primarily with the counselor. At times the responsibility is shared by parents, the business teacher, and the administrator. Each of these guiding persons should recognize that business and office education can make a significant contribution to the education of all students in Texas schools.

To assist in the guidance of students, the chart on pages 20-21 may be duplicated for use by business teachers, counselors, students, parents, and administrators.

Although no school may be able to offer all courses included in the curriculum, a comprehensive business education program gives strength to general education in every school district. This kind of program is dependent upon the school administrator who keeps abreast of the needs of students and who develops an increased awareness of the business and office education offerings. This awareness supports the program by providing adequate and qualified business teachers, materials, equipment, and continuous evaluation. More importantly, the administrator provides the climate in which such instruction is given proper status and emphasis in the total school program.

CLASS SIZE

Class size is an important factor to effective teaching, specifically for a beginning typewriting class. In the learning of a skill, conditioned responses of the learner is very important. Typewriting is a skill that requires correct techniques first. Unless there is a high degree of perfection with techniques, accuracy and speed are never acquired.

Correct techniques must be developed in the early stages, and this requires the teacher to discover and to correct faulty techniques. In a large class, some incorrect techniques will not be discovered.

As all business and office courses are elective, enrollments in advanced courses tend to be somewhat smaller than in subject areas of required courses. These advanced courses can be significant to career preparation and should be permitted if at all possible, even with small classes. If enrollments are extremely small, independent study should be considered. (See page 32 for a description of independent study.)

EQUIPMENT AND FACILITIES

The amount of equipment and facilities for business and office education will depend primarily on the size of the school and the enrollment in courses. The following items in sufficient numbers for the school is suggested:

- Typewriters, preferably electric
- Adjustable typewriting tables/desks
- Typewriter demonstration stand
- Calculating machines—printing and/or display
- Liquid, stencil, and offset duplicators
- Shorthand dictation laboratory
- Minicomputers

The kinds of typewriters and business machines for classroom use should be determined by those most commonly used in the geographic area where students are likely to be employed.

Because of increased use and decreased cost of data processing equipment, very few businesses operate without some type of computer. Therefore, the minicomputer should be included in equipment needed for a business department.

When enrollment is small, classes can be taught successfully in a well-planned, one-room department. When enrollment requires separate rooms for each subject area, these arrangements should be made:

- Typewriters available for transcription in shorthand rooms
- Calculating machines in recordkeeping/accounting classrooms

All classrooms should have adequate wiring for machine usage, storage space for equipment and instructional materials, a screen, and an overhead projector.

The purchase of good equipment and the maintenance of that equipment is vital to an effective program. Sometimes the purchase of low-priced machines will in the long run be more costly to the district because of excessive repairs. A maintenance record should be kept on each machine as a cost factor to consider before future purchases are made. To make certain that students have adequate, up-to-date equipment for learning, a schedule for replacement of machines should be established.

SAFETY

FACILITIES

Modern furnishings and machines should be supplied as essential tools in the promotion of safe practices.

- Adequate electric outlets should eliminate the need for extension cords
- Wall and floor recepticles should be controlled by a master switch in each room that contains electrical equipment
- Floor outlets should be supplied with protective fittings for safety and cleanliness

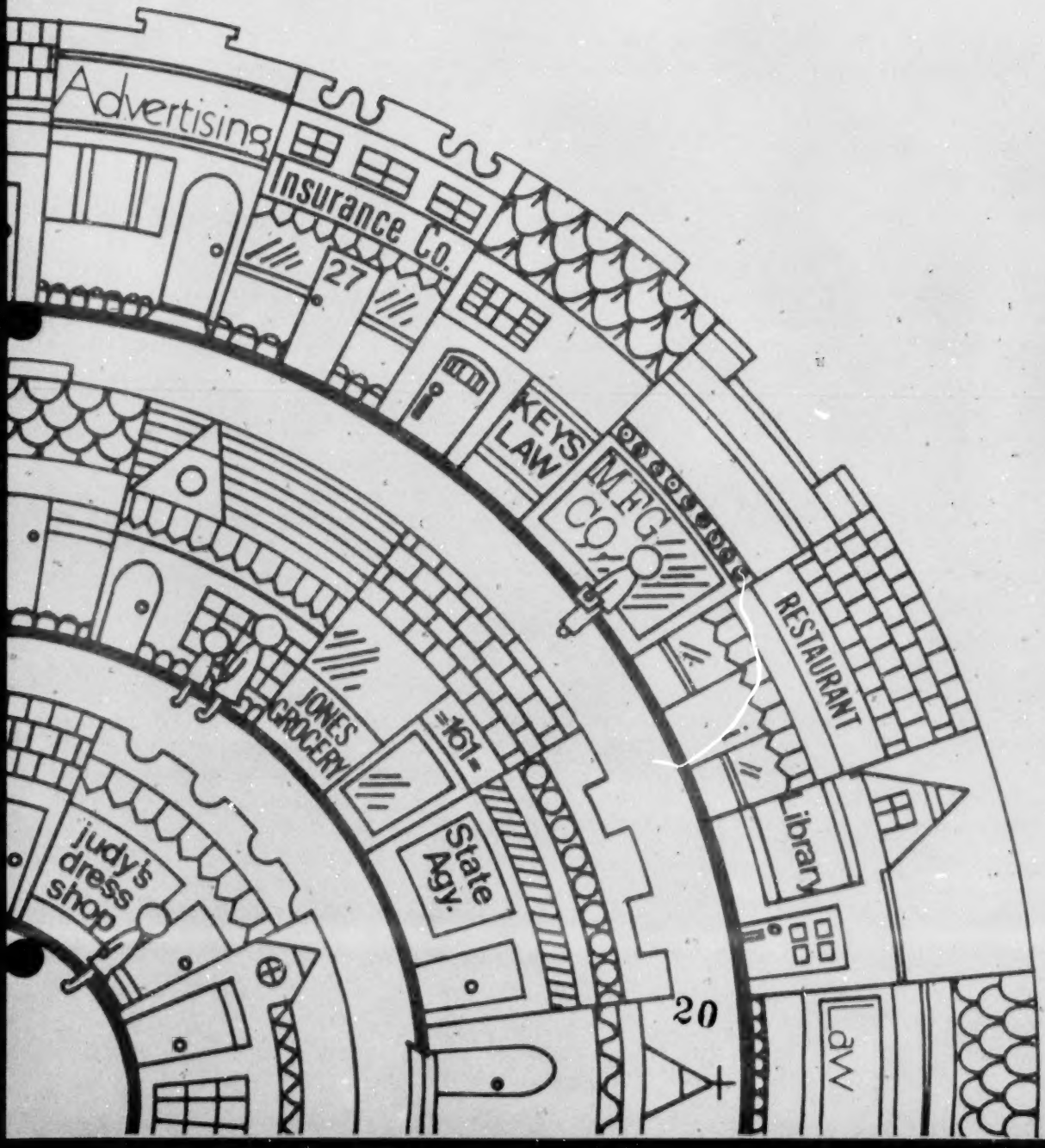
MAINTENANCE AND SECURITY

- Master switch should be turned off when machines are not in use
- Safe storage should be provided for flammable supplies
- Maintenance contracts or immediate service should be provided for repair of machines used in the classroom

SAFETY THROUGH SUPERVISION AND INSTRUCTION

- Adequate supervision should be maintained when students use potentially hazardous equipment
- Instruction should include:
  - Safety techniques related to classroom and laboratory activities, such as stability of machine placement on desks or working areas
  - Guidance in the care and conservation of machines, equipment, and supplies
  - Use and safe storage of potentially dangerous equipment like paper cutters
  - Care in the use of paper punches, letter openers, scissors, penknives, penpoints, unpacked razor blades, pins, and thumb tacks
  - Emphasis on proper packaging and storing of flammable materials used in duplicating machines
  - Safe location in working area of sharp-edged or pointed equipment and materials not in use
  - Need of periodic or emergency disinfecting of fittings on communication instruments—telephones, transcribing machines, and switchboard equipment

Planning the Student's Curriculum



THE BUSINESS AND OFFICE EDUCATION CURRICULUM

The goal of this curriculum is to provide Texas students the best possible learning opportunities, including the investigation and exploration of careers, the preparation for gainful employment, and the acquisition of knowledge about how our business system operates and how to manage their economic affairs efficiently.

GRANTING CREDIT

In all but one instance, credit can be earned for each semester of instruction.

For office procedures, since it is an advanced course for career preparation that calls for a rotation plan for machine usage, students should be enrolled for two semesters, earning one unit of credit. Credit for one-half unit should be granted only when absolutely necessary for reasons such as transfer or early graduation.

In skill development courses some students may be able to acquire enough skill for personal use in one semester; however, most students will require a full year of instruction to develop a usable skill.

SCHEDULING OF COURSES

Grade placement is suggested with the description of each course on pages 24-33. Although schools are not required to follow these placements stringently, following the suggestions provides a planned program of skill development.

The wide grade placement range for a particular course calls for individualized instructional materials and for very careful selection of textbooks to meet the needs of students at different levels. When new state-adopted textbooks are presented for local selection, schools should make certain that all levels for each course are selected.

LOCAL COURSE OFFERINGS

The size of the school will to a great extent determine the number of courses that can be offered. Therefore, each school should plan carefully a business and office curriculum that will meet the needs of students in the community. To make sure that students' needs are being met, the program should be continually evaluated and changed as the need arises. All programs should provide basic personal business knowledge. (See chart on pages 20-21.

BILINGUAL COURSES

In communities affording bilingual career opportunities, applicable business courses should be offered. Because components of office activities tend to be quite similar in all businesses, courses as described in the curriculum can readily be converted to bilingual offerings. If the business teacher is not bilingual and if a bilingual business teacher cannot be employed, team teaching might be initiated. Courses could be developed through the cooperation of both a second language teacher and a business teacher.

BUSINESS AND OFFICE COURSES RECOMMENDED FOR ALL SECONDARY STUDENTS

Three basic business courses are recommended for all students. They are Fundamentals of the Free Enterprise System, Personal Business Management, and Business Law. These courses can direct students toward becoming knowledgeable consumers as well as useful producers, through a better understanding of the free enterprise system and how it functions in our business society. Typewriting is also recommended for all students.

Students planning careers in either business or office occupations need more than specialized skills. They should know and understand the workings of business. This knowledge can be acquired in basic business courses that are recommended or suggested as desirable in the chart on pages 20-21.

On the chart, business and office courses are coded thusly: R—Recommended; D—Desirable; or I—Depends on Interest and/or Need of Student. The chart includes the suggested grade placement level for each course and lists the page number of this publication on which the course is described. Although some blanks have not been coded, those uncoded courses will be of interest to students in some of the categories.

The chart provides information for developing a four- or six-year plan for secondary students. Counselors and students can develop individual plans by listing the recommended courses in a specific category and arranging them into grade levels according to career interests and abilities of students. The courses coded Desirable and Interest/Need should also be considered in the planning.

Students should have access to descriptions of all business and office courses before plans are developed.

This type of planning provides definite goals for each student and can expedite semester-to-semester class scheduling of students.

BUSINESS AND OFFICE COURSES FOR ALL SECONDARY STUDENTS

Courses are coded as to their potential benefits in personal and/or business life:

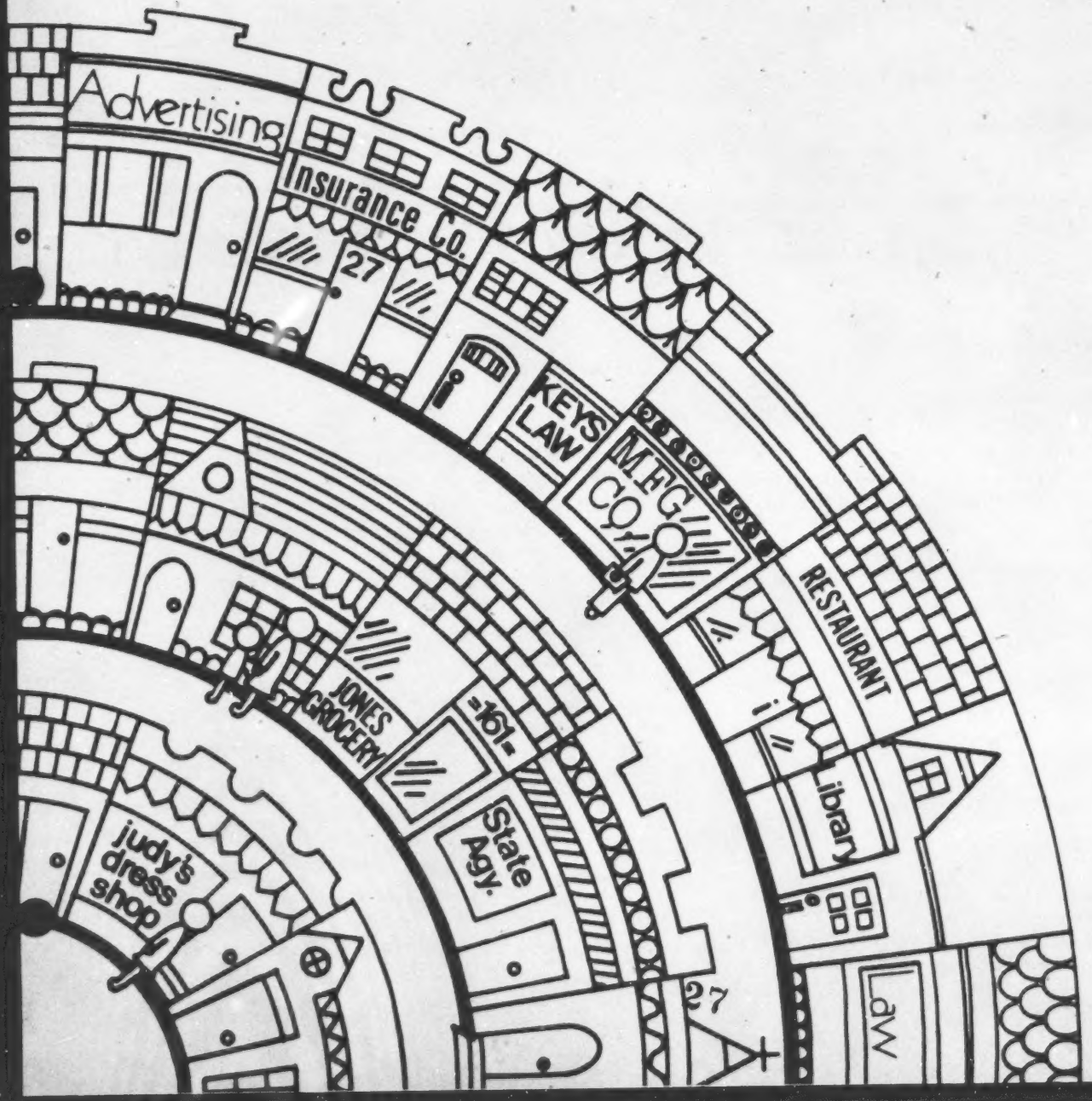
R—Recommended D—Desirable I—Depends on Interest and/or Need

Prerequisites are stated with course descriptions

Courses by Category	Grade Level	Page No.	Career or Edu. Plans Not Decided	Business Careers After High School					College Bound		Careers other than Business after HS	Small Business Ownership or Mgm.	Potential Early Leavers
				Accounting	General Office	Secretarial	Marketing	Finance	Business	Non-Business			
ACCOUNTING & RECORDKEEPING													
Accounting	10-12	24	D	R	R	D	R	R	R	D		R	
OR													
Recordkeeping	9-12	24									R		R
Advanced Accounting	11-12	24		R	D	I	D	D	I			D	
BUSINESS COMMUNICATIONS													
Business Communications	10-12	25	D	D	R	R	R	R	R		D	R	
BUSINESS DATA PROCESSING													
Data Processing	10-12	25	D		D	D	R	R	D			I	
Computer Programming	10-12	25		D			I		I				
BUSINESS LAW													
Business Law	11-12	26	R	R	R	R	R	R	R	R	R	R	R
BUSINESS MATHEMATICS													
Business Mathematics	10-12	26		D	D		D	D	D			R	D
CAREER INVESTIGATION													
Blazing the World of Work	7-9	26	R	D	D	D	D	D	D	D	D	D	D
FINANCE													
Personal Finance	11-12	27	I	D	I	I	D	R	D	I	I	R	I

Courses by Category	Grade Level	Page No.	Career or Edu. Plans Not Decided	Business Careers After High School					College Bound		Careers other than Business after HS	Small Business Ownership or Mgm.	Potential Early Leavers
				Accounting	General Office	Secretarial	Marketing	Finance	Business	Non-Business			
MANAGEMENT													
Advertising	11-12	27					R		D			R	
Business Forms & Filing	7-10	28	D								D		D
Business Management & Ownership	11-12	27		D	D	D	D	D	R			R	
Fundamentals of the Free Enterprise System	9-12	28	R	R	R	R	R	R	R	R	R	R	R
Human Relations and Ethics in Business	11-12	28	D	R	R	R	R	R	R	D	D	R	D
Personal Business Management	9-10	28	R	R	R	R	R	R	R	R	R	R	R
Fundamentals of Selling	11-12	29	I				R	R	R			R	D
OFFICE PROCEDURES													
Office Machines	11-12	29		D	R	R	D	D	D			D	I
Office Procedures	11-12	29		D	R	R	D	D	D			D	
SHORTHAND & NOTETAKING													
Notetaking	10-12	30	D							D	I		
Shorthand	10-12	30			I	R			I				
Advanced Shorthand	12	30				R							
TYPEWRITING													
Typewriting, Middle School OR Typewriting	7-8 / 9-12	31	R	R	R	R	R	R	R	R	R	R	R
Advanced Typewriting	11-12	31	I		R	R			D	I			
VOCATIONAL STUDIES													
Vocational Office Education Co-op	12	32		I	D	D							
Vocational Office Education Pre-Employment Lab	11-12	32			I	I							
Coordinated Vocational-Academic Edu. Office Duplication Practices	9-12	33	I										D
Vocational Office Education for the Handicapped	11-12	33	I	I									
Independent Study		32											
TOTALS: Recommended				5	7	10	11	9	9	8	4	5	11	5
Desirable				5	8	6	5	7	6	8	4	4	4	4
Interests Needs				4	2	3	3	1		3	2	2	1	2

Course Descriptions



ACCOUNTING AND RECORDKEEPING

ACCOUNTING

Grade Placement: 10-12 Credit: ½-1 unit

This course provides a general introduction to accounting, emphasizing the need for financial records. It presents the fundamental accounting equation and its application to accounting procedures, including the basic steps of the accounting cycle, special journals and ledgers, work sheets, adjusting and closing entries, special problems in the purchase and sale of merchandise, notes and interest, depreciation, accruals and prepaid items, payroll records, and personal income taxes. Other aspects of the course are the use of calculating machines, completion of a project under simulated conditions, and the introduction of electronic data processing as it relates to accounting procedures.

ADVANCED ACCOUNTING

Grade Placement: 11-12 Credit: ½-1 unit
Prerequisite: Accounting, 1 unit

This course incorporates the complete accounting cycle in relation to partnerships, their formation and legal aspects as well as characteristics of corporate organization and ownership, including investments and distribution of earnings. It embodies adjustments of bad debts, depreciation and depletion of fixed assets, prepaid and accrued expenses, adjusted and accrued income, as well as various methods of inventory control, preparation of business budgets, and the use of notes receivable and notes payable. Through simulation, experience is provided in initiating and keeping an accounting system and in analyzing, interpreting, and synthesizing managerial problems using accounting information as a tool.

RECORDKEEPING*

Grade Placement: 9-12 Credit: ½-1 unit

This course is designed to develop skills used in everyday business activities at home and at work. Included in this course are budgets and financial planning, cashier's records, handling of money, and tasks common to simple office procedures. Activities also include keeping records involving employees, receipts and payments, and financial papers for small retail businesses such as sales slips, purchase invoices, statements of account, and payroll deductions. The course also provides for application of bookkeeping principles and procedures through the use of projects and/or practice sets that simulate job conditions. Calculating machines should be introduced.

*Students who have received credit for accounting should not be permitted to enroll in recordkeeping nor should students be enrolled concurrently in recordkeeping and accounting.

BUSINESS COMMUNICATIONS

BUSINESS COMMUNICATIONS

Grade Placement: 10-12 Credit: ½-1 unit
Prerequisite: Typewriting, 1 unit and English Language Arts, 1 unit

This course provides students the opportunity to develop listening as well as oral and written communication skills. It stresses the mechanics of effective writing, such as word usage, sentence structure, and organization of ideas, and provides experiences in composing various kinds of business messages, and in developing and arranging agendas, itineraries, minutes, and business reports. Oral communications include such activities as reports of committee action, individual reports, group interaction, conducting meetings, and interviewing for a job. Other experiences include listening and responding and giving directions for accomplishing specific activities.

BUSINESS DATA PROCESSING

DATA PROCESSING

Grade Placement: 10-12 Credit: ½-1 unit

This course provides orientation to data processing systems and to computer literacy. It does not require the use of automated data processing equipment and should be considered as part of the business curriculum, even in small secondary schools. Included in this course are the history of data processing, definitions of key terms, basic computer concepts, methods of electronic recording information, applications of data processing, the social impact of the computer in everyday living, and careers in data processing.

COMPUTER PROGRAMMING

Grade Placement: 10-12 Credit: ½-1 unit
Prerequisite: Data Processing

This course is designed to develop a more thorough understanding of computer functions in business. Using a language that is commonly used by business programmers in the geographic area where the course is taught, students learn to program simple business procedures of information input and output, how to manipulate data, how to perform the arithmetic functions, how to instruct the computer to make decisions, and how to control operations internally. The course should be planned to include independent study so that students might have access to equipment, either on or off campus, to develop skills in machine operation and program writing.

BUSINESS LAW

BUSINESS LAW

Grade Placement: 11-12 Credit: ½-1 unit

This course introduces students to law and legal problems, beginning with the origin of and the necessity for our court system. It is designed to develop insight into the organizational structure and functions of our legal system from municipal through the federal courts. Content relates to contractual responsibilities and the protection of individual rights and rights of others in legal relationships, including warranties, product liability, secured and unsecured debts, negotiable instruments, agencies, employer-employee relations, property ownership and transfer, landlord and tenant, wills and estates, community property, social security, and taxation.

BUSINESS MATHEMATICS

BUSINESS MATHEMATICS

Grade Placement: 10-12 Credit: ½-1 unit

This course reinforces skills and develops speed in working with basic data in addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, mixed numbers, and percentages. These skills are applied to business uses such as banking records of transactions, borrowing, installment buying, income and other taxes and to common types of mathematical problems related to retailers, wholesalers, manufacturers, and business services. Students should assemble, manipulate, and interpret such data as graphs and charts and records pertinent to decision-making. Computations should include: cost of production; costs of buying and selling; taxes; insurance; mark-ups, mark-downs, discounts; commissions; and negotiable instruments. The calculator should be used in this course.

CAREER INVESTIGATION

BLAZING THE WORLD OF WORK

Grade Placement: 7-9 Credit: ½ unit

This course provides the opportunity for students to learn about work and the many careers available within the 15 career clusters defined by the U.S. Office of Education. A survey of interest and aptitude provides direction for investigation of career requirements and rewards. Information obtained from job briefs, job experience kits, and community resources helps students begin planning realistic career goals.

FINANCE

PERSONAL FINANCE

Grade Placement: 11-12 Credit: ½-1 unit

This course covers three specific areas of personal finance—insurance, investments, and real estate.

Insurance content covers the fundamental principles of insurance; theory of risk; basic features of life, fire, automobile, casualty, surety, and marine insurance; contracts, premiums, and legal statutes; and insurance programming.

Investment content includes basic principles of investment, types of investment, sources of information, characteristics of stocks and bonds, selection of securities, construction of an investment portfolio, and investment companies. Markets, methods of analysis, and investment programming are also included.

Real Estate content acquaints students with the principles and practices of dealing with real estate; market forces affecting real estate financing, sales, and brokerage; urban land use and location analysis; and the influence of government policies upon the real estate industry.

MANAGEMENT

ADVERTISING

Grade Placement: 11-12 Credit: ½ unit

This course acquaints students with the functions of advertising in business and develops the ability to evaluate the effectiveness of advertising from both the consumer and the business viewpoints. Course content should include activities involving the various purposes and types of advertising, advertising psychology, advertising media and their use, and preparation of layouts for newspaper advertising and for radio and television commercials.

BUSINESS MANAGEMENT AND OWNERSHIP

Grade Placement: 11-12 Credit: ½-1 unit

This course deals with principles and problems in the operation of a business both as an owner and as a manager. It presents the internal organization along with advantages and disadvantages of different types of business ownership. Content includes managerial functions; personnel selection, supervision, and training; financial and accounting operatings; compensation for labor; labor relations; office operations; marketing operations; pricing, advertising, and sales promotion; budgeting and financial control; government regulations; taxes; and research for planning and decision making.

BUSINESS FORMS AND FILING

Grade Placement: 7-10 Credit: ½ unit

This is a combination of two minicourses.

Filing introduces students to the fundamental systems of filing: alphabetic, geographic, subject, and number. Instruction includes activities for coding, sorting, filing, and retrieval of records.

Business Forms offers experiences in correctly filling in business forms that most individuals encounter. Practice may vary considerably but should include applying for a social security number, applying for a job, supplying W-2 Form information, writing checks, applying for a driver's license, applying for credit cards, opening a charge account, using a savings account, ordering by mail, registering to vote, and filing a short form income tax report.

FUNDAMENTALS OF THE FREE ENTERPRISE SYSTEM*

Grade Placement: 9-12 Credit: ½ unit

This course is a study of the American free enterprise system, which is characterized by private ownership of the means of production and distribution of goods and services, and as such includes the role of free markets in the determination of prices and the allocation of the nation's resources.

Other topics of study include the history and characteristics of a free market economy; the American business system and types of business ownership; the profit motive and competition; private decision-making rather than state control in the investment process; roles of the labor force, business, government, and individuals in the American free enterprise system; advantages and disadvantages of government intervention in the free market economy; and interaction of the American free market economy with the world market.

HUMAN RELATIONS AND ETHICS IN BUSINESS

Grade Placement: 11-12 Credit: ½ unit

This course provides opportunity for interaction in determining alternative solutions to human relations problems in business situations. Content deals with responsibilities and rights in relationships between: employer-employee; employee-employee; employer-consumer; and employee-consumer.

PERSONAL BUSINESS MANAGEMENT

Grade Placement: 9-10 Credit: ½-1 unit

This course is designed to develop a basic understanding of the functions of business and an ability to effectively manage one's personal business affairs. It also provides for exploring job opportunities in the broad categories of business and office occupations. Units include living and working in a business society, adapting to the changing job world, investigating opportunities available in business, planning and preparing for career requirements, applying and interviewing for a job, planning the use of income, keeping personal records, using banking services, establishing savings, investing, financing purchases, figuring personal income taxes, determining insurance needs, and using credit wisely.

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*This course meets the requirements for compliance with Section 21.1031, *Texas Education Code*, which requires high schools to offer instruction in the essentials and benefits of the free enterprise system.

FUNDAMENTALS OF SELLING

Grade Placement: 11-12 Credit: ½ unit

This course acquaints students with the basics of selling, the responsibility of a salesperson, the structure of sales organizations, and the part advertising plays in selling. Students investigate possible careers in selling; they study the customer's reasons for buying, the personality of the successful salesperson, and the techniques of selling, such as approaching the customer, talking about the product, developing displays, demonstrating the product, taking orders, completing sales slips, and using the cash register.

OFFICE PROCEDURES

OFFICE MACHINES

Grade Placement: 11-12 Credit ½-1 unit
Prerequisite: Typewriting, 1 unit or equivalent

This course is designed to develop competencies in the operation of display and printing calculators, various kinds of duplicating machines, and transcribing machines.

Operation of display and printing calculators emphasizes touch control of the keyboard, building speed and accuracy in basic mathematics skills of addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, mixed numbers, and percentages. Operative skill is applied to business-related problems.

Operation of duplicating machines includes an orientation to multiple reproduction of data and information and activities for learning varied duplicating processes. Students make comparisons of the reprographic processes and assume decision-making responsibilities for the most economical method of reproducing copy.

Operation of the transcribing machine combines the basic skills of listening, grammar, spelling, punctuation, and proofreading with keyboarding skills to produce a variety of mailable business documents. Instruction should not only develop basic concepts of word processing and its relationship to data processing, but should also provide an understanding of work distribution, flow, and measurement of information processing systems.

OFFICE PROCEDURES

Grade Placement: 11-12 credit: 1 unit
Prerequisite: Typewriting, 1 unit or equivalent

The content of Office Procedures incorporates many techniques that are identified with general office work, including organizational structure of the modern office. Activities include general office duties; receptionist duties; handling of mail; arranging travel and transportation services; maintaining supplies; operating office machines; and interpreting instructions. Also included is filing and records management by geographic area, subject, and number; knowledge of special files and filing equipment is acquired. Other activities are the development of desirable personal traits and attitudes as well as competencies to qualify for, locate, and obtain an office job.

This course should be taught by a rotation plan that includes some battery units when all students participate in a particular unit and provides equal student time on machines.

Ideally, Office Procedures culminates with simulation of an organization formed under the direction of the teacher. The integrated office functions at a level of intensity and in a facility that correspond closely to those of a typical business office. Simulation should incorporate all the procedures learned throughout the course.

Equipment needed: electric typewriters, calculators, filing cabinets, dictating and transcribing units, reprographic machines, in- and out-baskets, office style furniture, and a telephone system if possible. Class size should determine how many of each machine are provided.

SHORTHAND AND NOTETAKING*

NOTETAKING

Grade Placement: 10-12 Credit: ½ unit

This course is designed to develop skills that will enable students to record germane and well-organized notes for personal and academic use. The process system utilizes either shorthand symbols, the alphabet, or a combination of both. The course provides instruction in notetaking processes and procedures with emphasis on taking class notes, listening, and converting ideas expressed by others into capsule statements and recording original writing and communication.

SHORTHAND

Grade Placement: 10-12 Credit: ½-1 unit
Prerequisite: Typewriting or concurrent enrollment

This course introduces the principles of writing shorthand, including the shorthand alphabet, word beginnings and endings, blends and combinations, principles of joining, word-building principles, brief forms/speed forms, phrases and other abbreviating devices; develops the ability to read and write shorthand from well-written shorthand plates and from students' own notes; develops the ability to take dictation from both familiar and new material; continually reviews shorthand principles; provides for transcription readiness and skill development through emphasis on business vocabulary, spelling, punctuation, and grammar; develops skill in transcribing on the typewriter sufficient for job entry; and introduces office-style dictation. Transcription at the typewriter should be required.

ADVANCED SHORTHAND

Grade Placement: 12 Credit: ½-1 unit
Prerequisites: Typewriting, 1 unit and Shorthand, 1 unit

This course refines the skills, knowledge, and attitudes that were developed throughout the first course of shorthand; develops speed in taking dictation on unfamiliar material; refines transcription skills; continues the integration of shorthand skills with grammar and typewriting skills to produce mailable copy; increases practice in office-style dictation, requiring some use of reference sources for accurate completion of work; and develops desirable office attitudes and work habits. This course should meet unique needs of individual students with specific career objectives, by providing practice dictation and transcription from which students may choose one or more areas such as legal, medical, scientific or technical work; emphasizing specialized shorthand outlines and grammar skills; providing intensive practice in taking and transcribing related materials; emphasizing accuracy, proofreading, and error correction; and reviewing procedures and ethics of specialized offices.

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*Courses in machine shorthand may be offered as an option to a manual system of shorthand in any shorthand course. Machine shorthand necessitates the automatization of keyboard locations for letters and combinations of letters; therefore, approximately the same length of time is required for learning basic theory and machine operation. The development and use of machine shorthand skills demand the same level of ability as any other shorthand system.

TYPEWRITING

TYPEWRITING, MIDDLE SCHOOL

Grade Placement: 7-8 Credit: ½-1 unit

This course is designed to provide students with a usable typewriting skill, primarily for the student's own work. Emphasis is placed on the mastery of touch control of keyboard characters, correct key stroking, proper manipulation of operative parts, and care of the typewriter. Basic skills are acquired through correct typewriting techniques, skill-building drills for speed and accuracy, and selective practice based on diagnosis of individual needs. Then those skills are applied to production of themes, personal letters, and composition with emphasis on proofreading, error correction, correct word division, and balanced arrangement.

TYPEWRITING*

Grade Placement: 9-12 Credit: ½-1 unit

This course is designed to meet the vocational and/or personal needs of the typewriting student. Emphasis is placed on the mastery of touch control of keyboard characters, on correct key stroking, on proper manipulation of operative parts, and on care of the typewriter. Skills are developed through a continuous program of selective practice based on diagnosis of individual needs. These skills are applied to production of letters, manuscripts, tabulations, and business forms, as well as composition at the typewriter. Emphasis is placed on proofreading, error correction, and word division. Activities include writing letters of application, taking employment tests, completing application forms, and writing follow-up letters. Students are made aware of standards of employment, requirements for clerk-typist positions, business and economic terms, and sources of information about job opportunities.

ADVANCED TYPEWRITING

Grade Placement: 11-12 Credit: ½-1 unit
Prerequisite: Typewriting, 1 unit or equivalent

This course continues development of typewriting skills through intensive practice of techniques for both speed and accuracy. It also emphasizes increasing the rate of production work for which students assume complete responsibility for the quality and quantity of work produced. Typewriting skills are applied to the production of business letters, tabulations, statistical reports, manuscripts, legal documents, and various types of business forms. Opportunity is provided for typing from direct dictation, and skills are developed in duplicating, including use of carbon and masters for fluid, stencil, and offset reproduction. This course should meet individual needs of students with specific career objectives and should include materials related to specialized areas such as government, technology, the law, medicine, and statistical fields.

*Students who have received credit for Typewriting, Middle School should not be enrolled in the first semester of Typewriting in high school but in the second semester for further development of typewriting skills.

INDEPENDENT STUDY

Independent study as a means of meeting specific, individual needs of students should be accepted and initiated. Where enrollments for courses are too small for organized classes, this method of learning can be used effectively.

Credit for each study may be granted by examination or performance test. ("List of Approved Subjects and Courses, Grades 7-12,"*Principles, Standards, and Procedures for the Accreditation of School Districts,* Texas Education Agency, Publication AD7 825 01.) Independent study is any learning activity that is motivated by the learner's own aims, it is done independently of an organized class, and it involves the teacher primarily as a resource.

The teacher suggests various types of resources the student might wish to use and meets periodically with the student to help formulate and clarify ideas. The teacher does not assign topics, specify how material is to be prepared for evaluation, require that certain people be contacted or particular books be read, nor direct the activities of the student.

Successful independent study programs require that the student have time and mobility for research and that various resources, both human and nonhuman, be accessible.

To implement an independent study program, performance outcomes must be established. When outcomes have been determined, criteria must be developed for determining if each outcome is met and procedures should be stated for gathering data for evaluating the independent study.

VOCATIONAL OFFICE EDUCATION

VOCATIONAL OFFICE EDUCATION PRE-EMPLOYMENT LAB*

Grade Placement: 10-11 Credit: 1 unit

Students will receive individual and group instruction and perform simulated or actual work experiences that contribute to their learning activities. A majority of the time will be devoted to individualized supervised study of content directly related to the occupational objective of each student or to skill development activities on equipment pertinent to the occupational intent of the student.

VOCATIONAL OFFICE EDUCATION CO-OP

Grade Placement: 11 & 12 Credit: 3 units
Prerequisites: 16 years of age; typewriting, 1 unit

The course of study shall be directly related to the student's occupational objective and shall be determined by job analysis made by the teacher-coordinator in cooperation with the employer or training sponsor. This course of study shall be coordinated with the practical work experience the student is to receive in a training position. Group instruction to orient and adjust to employment conditions is also involved.

*Program must be operated in conjunction with Junior-Senior Co-op.

VOCATIONAL OFFICE EDUCATION PRE-EMPLOYMENT LAB

Grade Placement: 11 & 12 Credit: 2 units
Prerequisite: typewriting, 1 unit

Students will receive individual and group instruction and perform simulated or actual work experiences that contribute to their learning activities. A majority of the time will be devoted to individualized supervised study of content directly related to the occupational objective of each student or to skill development activities on equipment pertinent to the occupational intent of the student.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION: OFFICE DUPLICATION PRACTICES

Grade Placement: 9-12 Credit: 2 units

The primary purpose of this course is to prepare students for gainful employment in business offices or to prepare them for regular high school vocational programs. The student is provided with general information and knowledge of different types of office machines. The course teaches students proficiency in the operation of spirit reproduction machines used in the business office and introductory skills in general office procedures.

VOCATIONAL OFFICE EDUCATION FOR THE HANDICAPPED: OFFICE DUPLICATION AND CLERICAL PRACTICES

Grade Placement: 9-12 Credit: 2 units

Vocational office education for the handicapped is designed for students with exceptional handicaps who cannot succeed in regular vocational programs. Only students eligible for special education are eligible for Vocational Office Education for the Handicapped. The program includes vocational instruction providing opportunities for the students to become gainfully employable. Assignment of students to the vocational program shall be made upon recommendation of the local Admission, Review, and Dismissal Committee.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 WAGE-HOUR LAW AMENDMENTS; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.